

HISTORY 590/591: DISEASE, MEDICINE, AND HISTORY: FALL 2002

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Course Description and Objectives: The history of disease and medicine has been one of the most dynamic and exciting fields of historical scholarship for the past couple of decades. This course examines the interactions and interrelationships of disease, healers (both orthodox and heterodox), and patients in historical context. Questions we will investigate include: How has disease influenced human history? How have humans influenced the history of disease? How have people perceived, experienced, and coped with disease? The main geographical and chronological focus will be on Western Civilization since 1500, but we will begin with an overview of medicine and disease in the ancient and medieval periods. The perspective is primarily social and cultural, but the vocabulary is sometimes technical. The format is lecture/discussion, with emphasis on student-centered discussion.

Course Requirements

Required Reading:

J. N. Hays, *The Burdens of Disease: Epidemics and Response in Western History*
David Rothman, et. al., eds., *Medicine and Western Civilization*
Elizabeth Fenn, *Pox Americana: The Great Smallpox Epidemic of 1775-82*
Regina Morantz-Sanchez, *Conduct Unbecoming A Woman: Medicine on Trial in Turn-of the Century Brooklyn*
Readings from e-journals, websites, and occasional handouts

Highly Recommended:

A medical dictionary: Merriam-Webster's, Black's, or Dorland's
Richard Marius and Melvin Berg, *A Student's Guide to Writing About History*
Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*

Papers: A 10-page historiographical or research paper. Instructions will be handed out on a separate sheet.

Exams: There will be two examinations, a mid-term and a comprehensive final. Exams will be primarily essay in form. During exams, you may bring and refer to any written work you have done for the class: class notes, response papers, notes on readings. But you may not use class readings or any printed matter.

Portfolio: Students should keep an organized portfolio containing anything they have written for the class: class notes, notes on reading, film worksheets. It will not be graded, but you can use it on exams.

Class Participation: I like an interactive class! Active and informed involvement is expected and essential to the success of the class. The quality as well as the quantity of your input will be considered when computing final grades (i.e., you will not get "points" for discussing something you have not read.) Please feel free to ask questions at any time – in class, by e-mail or at my office. This is an important part of participation, too.

Response Papers

To help ensure active and informed discussion, students are required to turn in eight satisfactory response papers on the readings, four before the mid-term exam and four between the mid-term and the final exam. ***Do not summarize the reading.*** Ask questions of it and/or focus on issues you would like to discuss. Simply write them up something like this: "I have the following question(s) about this reading:" or "I would like to discuss the following issue(s):" Length: A couple of sentences will normally be sufficient. The quality (not length) of your response papers will be factored into your class participation grade

Response papers must be on one or more of the readings for the day they are submitted. They are due at the beginning of class. You may not turn in more than one response paper per class. Make two copies: one for you and one for me. Type or write neatly! Response papers will be graded satisfactory or unsatisfactory.

Grade computation: First Exam: 20% Final Exam: 30% Paper: 20% Class participation (includes participation in discussion, response papers, attendance): 30%

Grading Scale:

A=90-100 B+=87-89 B=80-86 C+=77-79 C=70-76 D=60-69

Cheating and Plagiarism: The Honor Code of the College of Charleston specifically forbids cheating, attempted cheating, and plagiarism. A student found guilty of these offenses will receive a failing grade in the course. Additional penalties may include suspension or expulsion from the College at the discretion of the Judicial Board. See the College of Charleston Student Handbook for definitions of these offenses.

HISTORY 590/591 SCHEDULE: FALL 2002

RR = Required Reading ***MWC = Medicine and Western Civilization***

EJ = Electronic Journal (access through CofC Library Homepage)

Reading should be completed by the date indicated on the schedule.

Aug. 22

Perspectives on Disease, Medicine, and History

Film: *1954: Living Longer*

Aug. 29

Medicine and Disease in the Ancient & Medieval Worlds

RR: Hays, introduction, chaps. 1-2

WEB: Thucydides, "The Plague of Athens," from The History of the Peloponnesian War (431 BCE), Book II, Chap.7 <http://classics.mit.edu/Thucydides/pelopwar.2.second.html>

(The description of the plague is at the beginning of this chapter; about 4 pages long)

MWC: The Bible, selections on pp.11-16, 263-67, Hippocrates, selections on pp. 43-47, 139-144, 261-262, Jordan of Turre, Kramer and Sprenger, *Malleus Maleficarum*, selection on pp. 274-277 (1486)

Sept. 5

Plague and Pox, 14th-18th Centuries

RR: Hays, chaps. 3-4

MWC: Ulrich von Hutten, “The French Pox” (1519)

EJ: Kevin P. Siena, “The ‘Foul Disease’ and Privacy: The Effects of Venereal Disease and Patient Demand on the Medical Marketplace in Early Modern London,” *Bulletin of the History of Medicine* (2001) 75:199-224

Handout: Contemporary Narratives of the Great Plague of London, 1665

WEB: <http://www.ac.wvu.edu/~stephan/Graunt/pictures/pictures.html>

(Woodcuts depicting events of London’s 1665 plague epidemic)

Sept. 12

Scientific Revolution & Enlightenment

RR: Hays, chaps. 5-6

MWC: Andreas Vesalius (1543), William Harvey (1628), Robert Burton (1621)

Edward Jenner (1798), Philippe Pinel (1801) pp. 166-77 (1793), pp. 344-51

Sept. 19

Midwifery and Medicine

RR: **EJ:** Laurel T. Ulrich, “‘The Living Mother of a Living Child’: Midwifery and Mortality in Post-Revolutionary New England,” *William and Mary Quarterly* (1989) 76: 27-48.

Film: selections from *A Midwife’s Tale*

See Martha Ballard’s Diary: http://www.dohistory.org/diary/1785/01/17850101_img.html

Sept. 26

Smallpox in Revolutionary America

RR: Fenn, *Pox Americana*

Oct. 3

Sanitary Reform and Public Health

RR: Hays, chap. 7

MWC: Edwin Chadwick (1842)

EJ: Christopher Hamlin, “Edwin Chadwick, ‘Mutton Medicine,’ and the Fever Question,” *Bulletin of the History of Medicine* (1996) 70: 233-265

Web: John Snow, *On the Mode of Communication of Cholera* (1855),

<http://www.ph.ucla.edu/epi/snow.html>

<http://www.ph.ucla.edu/epi/snow/snowbook2.html>

Oct. 10

MID-TERM EXAM

Consumption, Tuberculosis and Society

RR: Hays, Chap. 8

Film: *The People’s Plague: TB in America*

Oct. 17

Disease, Race, and Imperialism

RR: Hays, chap. 9;

EJ: Warwick P. Anderson and Mark Harrison, “Special Section: Race and Acclimatization in Colonial Medicine,” *Bulletin of the History of Medicine* (1996) 70: 62-118

EJ: Philip D. Curtin, “The End of the ‘White Man's Grave’? Nineteenth-Century Mortality in West Africa,” *Journal of Interdisciplinary History*, 21 (1990), pp. 63-88.

Oct. 24

The Rise of Modern Medicine

RR: Hays, chap. 10

MWC: Rene Laennec (1818), Frances Burney (1811) James Y. Simpson (1849), Ignaz Semmelweiss (1861), Claude Bernard (1865), Joseph Lister (1867), Louis Pasteur (1880), Robert Koch (1882)

Oct. 31

Hospitals, Nursing, & Gender

RR: **MWC:** Dorothea Dix (1843), Florence Nightingale (1859), Mass. General Hospital (1861), George Orwell (1930s), Edward Clarke (1874), Mary P. Jacobi (1886),

Film: *Florence Nightingale: Iron Maiden*

Nov. 7

Medicine Women

RR: **MWC:** Elizabeth Blackwell (1890)

Regina Morantz-Sanchez, *Conduct Unbecoming A Woman*

Nov. 14

The Triumph of Western Medicine?

RR: Hays, chaps 11-12

EJ: N. Johnson and J. Mueller, “Updating the Accounts: Global Mortality of the 1918-1920 ‘Spanish’ Influenza Pandemic,” *Bulletin of the History of Medicine* (2002) 76:105-15

Film: *1918: The Great Influenza Epidemic*

Nov. 21

Representing Healers in Modern Western Culture

Images of Doctors and Nurses

Papers Due

Dec. 5: Final Exam